JOURNAL of the CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

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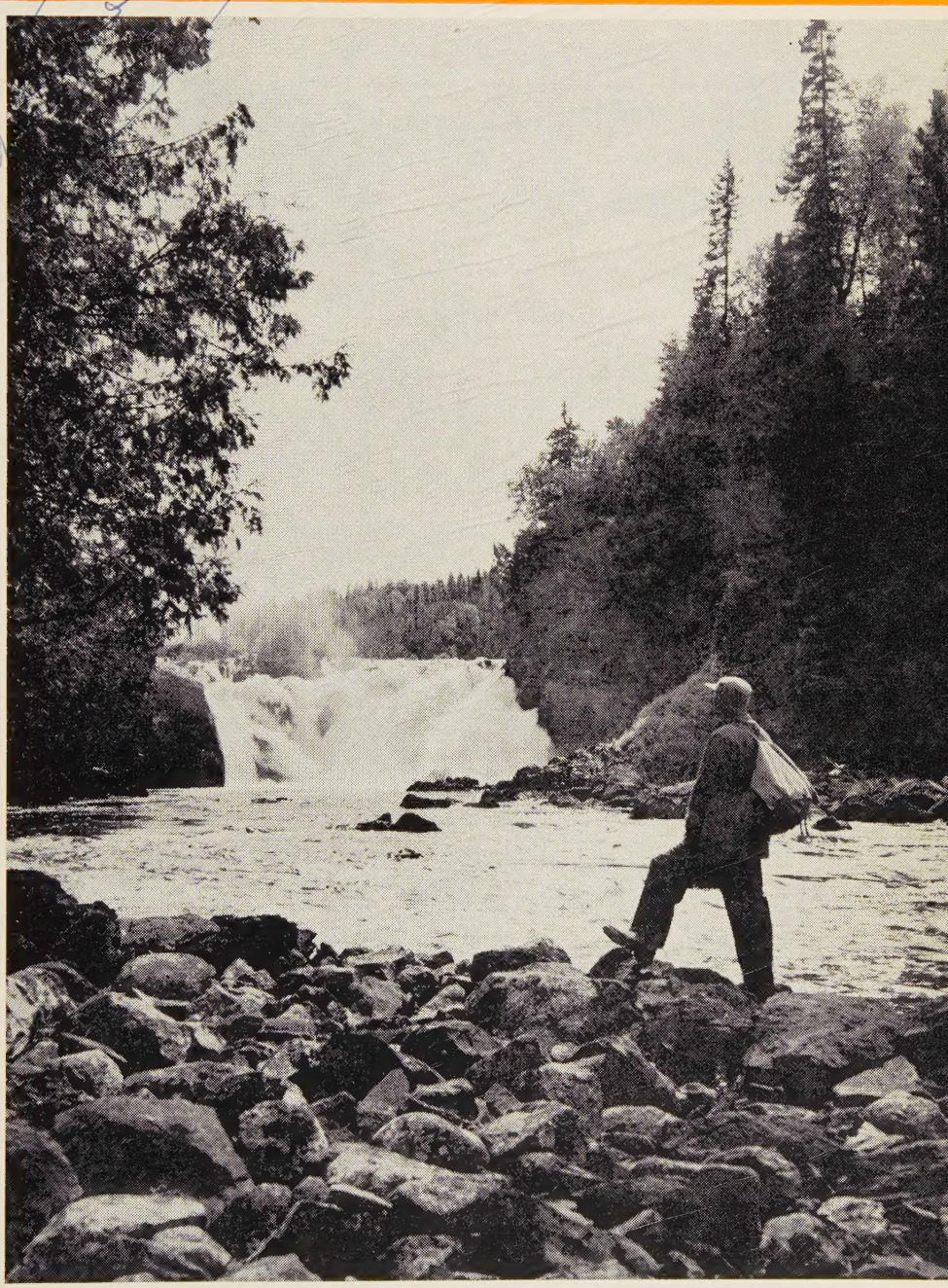

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The Canadian Association for Health, Physical Education, and Recreation is a voluntary, non-profit, professional Association dedicated to raise Canadian health, recreation and physical education standards. The Association seeks to promote the professional growth of its members, to foster the exchange of ideas, and encourage research. The Association further undertakes to cooperate with other organizations concerned with the total fitness of the Canadian people.

Editorial:

BILL C-131

On September 25th of this year the House of Commons of Canada passed Bill C-131, "An Act to Encourage Fitness and Amateur Sport". Early in October copies of the bill were mailed from our head office to each CAHPER member. Letters to the executive secretary indicate much support and interest, and many of our members have offered to assist with the implementation of the bill. It is to be hoped that all workers in the fields of Health, Physical Education and Recreation will recognize the responsibility the Act places upon us individually and collectively.

Hon. J. W. Monteith, Minister of National Health and Welfare, and the staff of his department have done a thorough and highly commendable job of formulating Bill C-131. Hon. Mr. Monteith's presentations in the House as recorded in Hansard are indicative of understanding and informed appreciation of the national fitness problem. The appreciation and thanks of our profession go forward to Mr. Monteith and the Federal Government for a most thorough investigation, interpretation and implementation.

In this regard the commendation of every CAHPER member should be extended to your executive for submitting a most comprehensive Brief on behalf of the Association, and to the several individual members who provided information and advice. The Minister of National Health and Welfare expressed his appreciation for assistance given when he introduced the second reading of the Bill.

"I would like to pay a warm tribute to all those who for many years have been labouring actively in these fields. I hope they will regard this new legislation as the fulfilment of their faith and vision."

The success of this federal venture will certainly require the continued interest and effort of our profession. Trained and experienced teachers of physical education, directors of recreation, coaches of teams, and camp directors, will be called upon to play a leadership role in working with and developing thousands of volunteers who will be required.

Each municipality should plan to get maximum use out of all facilities publicly and privately owned. Planning and conservation authorities will be encouraged to set aside additional sites and facilities for growth and expansion. Federal grants for urban rehabilitation and land use as well as winter works programmes can be utilized to expand sites and facilities where needed.

It is essential that there be provincial leadership programmes whereby key leaders at the municipal level can develop new ideas and train additional personnel.

All professional workers in the fitness and amateur sport field should unite their efforts through our national professional association, CAHPER. We as members must be prepared to give of our time, energy and technical know-how at municipal, provincial and national levels. We will be called upon to work with many groups of many kinds—political, medical, lay, volunteer and professional. We must be prepared to work in the best interests of the Canadian citizen. The intent of Bill C-131 implies this kind of effort from our professional people. Again quoting Mr. Monteith as recorded in Hansard:

"Furthermore, we have recognized that the objectives of this programme cannot be attained in a vacuum. They can only be reached through the network of recreational programmes operated by public agencies as well as by the many non-governmental organizations devoted to fitness and amateur sport. We hope that with the full co-operation of professional leaders and volunteer workers it will be possible to add a new dimension to these activities throughout Canada."

And the federal government in its new legislation has made every effort to provide for those factors which led to the repeal of the 1943 National Fitness Act. All concerned have carefully studied the former unsuccessful attempt and, as far as possible, have corrected administrative procedures. Mr. Monteith's comments in this regard were as follows:

"To sum up, then, we believe we have now developed a programme that is more comprehensive, better founded, and more in keeping with the needs of the people of Canada than that which was formerly in force. In so doing we have tried to benefit from the mistakes of the past, and to lay the groundwork for an undertaking which will provide greater opportunity for harmonious growth in the future."

The intent of Bill C-131 is positive. Let us put our professional shoulder to the wheel and provide the leadership and knowledge which will help this legislation achieve its objectives.

John R. Life, Editor

CAN MENTAL HEALTH BE TAUGHT IN SCHOOL?

By JOHN D. GRIFFIN, M.A., M.D., D.P.M.,
General Director, the Canadian Mental Health Association

Address given at the Convention of the Canadian Association for Health, Physical Education and Recreation, McMaster University, June 21, 1961

The advances in public health which have been made during the last hundred years have been most impressive. In the western world at least, we have seen the almost complete elimination of the highly contagious and infectious diseases. These were, of course, the great killers of children. The introduction of adequate public health measures into our community life, plus the advent of anti-biotic drugs and a knowledge of sound nutrition has meant that millions of individuals today are surviving the health hazards of childhood. This has been the most important single factor in the spectacular increase in the span of life which we now enjoy.

Having been granted this increased span of life, it would seem that we must now ask ourselves, is this life worth the living? In other words, as the organic and physical disorders of childhood are brought under control, we are becoming increasingly aware of a *different* type of disorder. Thrown into highlight as it were by improved physical health, we are discovering more and more children showing signs of so-called "stress" disorders. Although I am using the term loosely, I mean by this those mental, emotional and social disorders which may bring untold misery and unhappiness to child and adult alike.

Our knowledge of the frequency and extent of this type of disorder in our Canadian population is becoming more precise. The figures are truly staggering. At any one time, there are about 150,000 sick people in all our Canadian active treatment hospitals. Approximately half of these are suffering from essentially mental illness. There are about 70,000 patients in our mental hospital alone. During the last war, a number of us were involved in the medical examination of apparently healthy young Canadian men and women who were being called up for National Service. We were astonished to find regularly from ten to fifteen per cent of these Canadians had to be rejected because of mental disability or emotional instability. Subsequently, surveys have been made in Canadian and American communities and they regularly reveal that, at any one time, about one in ten in the community is suffering from a serious mental disorder. In one Canadian survey, as many as fifty per cent of the population revealed a history of a psychiatric disorder which was at least temporarily and partially disabling. It is these actual on-the-spot surveys that have led us to realize that mental and emotional disorder is no longer an unusual and rare ailment that afflicts a few people in the population. We are usually quick to deny that it could ever affect "nice" people such as ourselves! The wag has said, "Statistics say its one in two; it isn't me — it must be you!"

Actually we are beginning to realize that mental illness may affect all of us at some time or another. In a recent public address, the internationally-known psychiatrist, William Menninger, stated that he was convinced that mental and emotional disorder was not a question of one in ten,

or one in two, but actually "one in one". This does not mean, of course, that we all have to see a psychiatrist But it does mean that crippling and disabling emotional disorder happens from time to time to almost everybody, and that while most of us have within ourselves the power and strength to overcome these temporary disorders in a short while and resume our usual efficient level of living, many become seriously disabled and should have immediate and apropriate medical or psychiatric help.

A few years ago, Dr. Earl Bond,* a distinguished psychiatrist in Philadelphia, decided to make a study of the personality of university and college students who were generally recognized and selected because they had "normal mental health." In three colleges, he studied 64 students who were outstanding as all-around people in this academic community. All had been elected to the Student Council by the student body and had excellent standing in their academic studies. He was dismayed to find that fifty-seven per cent of this selected group could benefit from mental health services and that fourteen per cent could be described as "urgent cases". He noted the frequency of "depressed and schizoid states, obsessions, sadism, precarious bizarre balance" and so on. While this study made no attempt to be statistically complete, it is indicative of the nature and extent of problems which we are encountering even among those students who are regarded as absolutely "top-drawer." At the least, it demands a broadening of the concept of mental health and mental illness.

Mental and emotional disability in our country is costing millions of dollars each year. But the real tragedy is not the hospital and doctor's bills which are incurred. Rather is it the hidden costs — the cost of lost time, lost production, and the astronomical cost in terms of human suffering and tragedy — that should give us cause for real concern.

Recently we have been encouraged at reports that have come to us from all over the world on the effectiveness of the new psychiatric treatments, (insulin and electric shock therapy, and the new drugs) — the physical therapies, and the increasing value of intensive psycho- and socio-therapy, both with individuals and groups. We were greatly encouraged by the fact that we were able to report that, in 1956 for the first time since adequate statistics have been kept, the anticipated increase in the number of patients being treated in our mental hospitals was not quite as great as expected. By 1959, many hospitals were able to show a decrease in the number of patients in residence at the end of the year compared with the beginning of the year. On the other hand, the number of patients being admitted for treatment each year has risen dramatically. In other words, the mental hospitals have increasingly become very active treatment centres with increasing number of patients treated successfully and with a gradually falling permanent population. In Great Britain it is expected that mental hospitals will be able to reduce their bed capacities by half in the next few years. This is indeed spectacular progress.

But there is a great deal yet to be done. On this occasion I would like to emphasize just *two major areas where effective action is desperately needed.* The *first concerns mental illness, the second mental health.*

First with reference to mental illness, we have a long distance to go in our country in changing public attitudes and correcting misconceptions. To a large number of the public, the mentally ill are singularly lacking in appeal. They are regarded as disturbers and offenders and tend to be treated as such, as if they were totally responsible for their behaviour. As we have seen, this kind of disorder can happen to anyone. It is not particularly limited to those people who come from "bad stock" or who are underprivileged. It is just like any other illness; it has definite causes; there are prescribed treatments; it runs a course and in most cases, people recover. We must learn to understand something about mental illness; to talk about it; and to do something about it. Far too many families object to making a move towards obtaining adequate medical help for their mentally ill relatives because of pride and false sensitivities. We must understand clearly that mental and emotional illness promptly diagnosed and correctly treated has a good prognosis — on the average, better even than those disorders of physical health which are ordinarily treated in the medical wards of the general hospitals.

*American Journal of Psychiatry, July 1952, pp. 11-16.

While the need for a new public attitude towards mental illness is manifest, the fact remains that the field of mental illness is one in which new scientific knowledge is desperately needed. Our doctors and the professional people in the mental health field are starving for new knowledge. In a field so vast, it is pathetic that we are spending so little on research. We need to know so much more about the causes and the natural history of mental illness — about how to diagnose and treat it effectively and quickly. We are only beginning to do something about rehabilitation and prevention! This major problem has barely been touched.

Which brings me to the second point I want to emphasize here — the importance of protecting and enhancing *good* mental health.

There's an old story told which may be somewhat apocryphal. It appears that in the days before intelligence tests, the superintendent of the Hospital Training School for Mental Defectives at Orillia conceived a single if somewhat crude test for sorting out those who were markedly defective from those who showed more promise of having more learning ability. He is reported to have flooded the basement of one of the buildings and then to have put a group of older boys to work mopping up the water. The catch was, he carefully left the tap flowing with the increasing water making the mopping-up process all but useless. When at last one of the boys went to the tap and turned it off, the observing physician marked him for immediate promotion. He showed promise!

In the field of mental illness and mental health, however, we show no signs of such intelligence. We are forever working our hearts out to provide more and more facilities and newer treatments for mental illness. But we do practically nothing about preventing it in the first place. Don't you think it's about time we started at least to look for a tap to turn off? Of the meager funds available for research and study in the field of mental illness and health, practically nothing is being spent on the study of prevention, or on training people to help children develop robust and sturdy mental health. Have we any clues as to what to do or where to begin? Of course we have — enough to make a start anyway.

A few years ago, a Dr. John Bowlby in England published a study on what happened when very young children — children between the ages of six months and three years — were deprived of the normal warm affection and protecting love of their own mothers (or mother substitutes). He found that very often such children became progressively unsocial. They seemed unable to accept love or give it. Some of them became exceedingly apathetic as if they were afraid to show any feelings at all. In some extreme cases serious mental or social maladjustment developed which quickly become irreversible. From studies of this kind we can conclude that, like the important vitamins in a well-balanced diet, every growing child needs the emotional vitamins of a warmly protective mother love.

A prominent physician, with a large practice, once told me that nearly half of the people coming to his office to seek his professional services were not suffering from any serious physical illness. They wanted to talk to him about their personal problems or their difficulties in social adjustment. Many were young people with domestic and marital problems. He had found on enquiry that most of these people recalled the fact that as children they never knew what it was like to feel happy, secure, or loved within the family circle. What was even more ominous was that many of them insisted that since they never knew this kind of normal love as children they were not much interested in trying to love their own children. Thus the seed of personal stress and tension is sown all over again as if it were handed down from one generation to the next. As a matter of fact in our kind of society we often discourage children from feeling or showing emotions at all. Not only loving tenderness is involved here, but also feelings such as bad temper and anxiety. In a sense, these children are growing up to be emotionally illiterate. They either control and bottle up their emotions too much or they don't control their feelings at all, and they overreact with panic, fear, anger and hostility. Here's a clue about preventing mental and emotional illness then. We can make sure that children are supplied with the sufficient emotional vitamins of tender loving

(*Continued on page* 35)

CANADIAN LEGION PHYSICAL FITNESS TESTING IN NEW BRUNSWICK

S. D. RHODENIZER
Secretary-Treasurer, New Brunswick
Command, The Canadian Legion

A program of Physical Fitness testing, is in its fourth year of operation in New Brunswick, sponsored by the Canadian Legion. This program has been well received by the schools, physical education instructors and the general public.

A booklet, prepared under the direction of and with assistance from the Department of Education, is divided into three sections. The first is the Kraus-Webber test of minimum Physical Fitness, the second is the University of New Brunswick intermediate physical fitness test and the third is the Canadian Physical Fitness tests of the Department of National Health and Welfare.

To complement this book, record sheets are provided for the testing of candidates at each level, and a sports participation form, to record participation in team sports. In addition to passing the tests, participants must also actively participate in some form of team sport. In rural areas where this participation is limited, a series of track tests have been established. These

tests can be carried out indoors and will qualify the successful participant for an award.

As an incentive, the Legion has designated a colour to each level of fitness. Bronze for first, silver for the second, and gold for the third level. Appropriate sweater crests have been designed in these colours and are presented to each successful candidate. In some cases, *i.e.* urban areas where several thousand pupils are tested, a certificate in the above colours of the level obtained is awarded.

Last year eleven thousand first level, over two thousand second level and three hundred third level crests and certificates were distributed. The goal this year is twenty thousand participants in the province.

This program leads naturally to the annual Provincial Track Meet. The New Brunswick Command of the Canadian Legion is divided into eight districts. Each of these districts conduct a Track and Field Meet. The winners of these meets then compete in a Provincial Meet.

Last year this was held at Saint John, with over two hundred and fifty athletes participating in eighty events. This year, the meet was held in Fredericton during the Old Home Week celebrations in July.

Thirty boys and thirty girls completed this season's activities when they attended a Sports Training and Coaching Clinic at the University of New Brunswick in August. These boys and girls were chosen from Grade XI students in general all round leadership ability. This gave them a further year at their school and a chance to pass on to their fellow pupils what they had learned.

With excellent newspaper coverage and co-operation, this program has been instrumental in making many thousands of young people and the general public aware of the importance of physical fitness. In addition, it has provided the province with a sound, workable physical fitness program.

THE TREE'S INCLINED

CELESTE ULRICH

Woman's College, University of North Carolina, Greensboro, North Carolina

For many years man has commented upon the fact that he is the sum total of his movement patterns. The Greeks and other Ancients recognized this construct and based much of their curricular thinking upon that hypothesis. In 1814, Lewis Cornaro in his Discourses on a Sober and Temperate Life stated that, "Walking, leaping, and running are the only means of improving corporeal strength and agility. Whatever violence you thus exert will not only be without danger, but of infinite benefit to the system, and it will secure health." The general idea that movement enhanced health and increased power was no doubt empirically deduced and its reiteration is found throughout the literature through the 19th century.

However, in spite of the subtle emphasis that was placed upon function determining structure, there were always warnings, admonitions and excuses concerning exercise. Rich Proctor in his book on *Strength and Happiness* said in 1885 that "men who are of most value cannot afford time to acquire skill in athletic exercises", and although Proctor believed that athletic activity was beneficial, he concluded that it was impractical. He suggested that mankind participate in a gymnastic program which would provide all of the exercise benefits and circumvent the time element required by athletics. Only thus could "the function of the body evolve about a combination of bodily actions which are enhanced by the evolution".

The general quasi scientific concensus of opinion previous to the advent of the twentieth century continued to stress the importance of exercise, but the warning against too much changed from a philosophical background to a physiological one. For example, in 1890, H. Newell Martin in *The Human Body* stated that it would be wise to beware of strenuous exercise in childhood because the epiphysis of the bone was not yet united, and any violent movement might prevent strong bone development and unification. However, he suggested a regular exercise program for all people (even women) up until the age of forty. After forty, Martin felt as if there was little use and he cautions the aged forty to avoid exercise.

Of particular interest in the late 19th and early 20th century was the attitude that medicine and physiology had towards women and exercise. On one hand the females were cautioned about participating in any exercise program whatsoever, because of their natural weakness and the apparent fact that their bodies were "markedly different from the male". On the other hand, several of the physiologists and medical doctors were urging women to do a little more exercise than was customary. For example, Martin said that 'half of the debility and general ill health of so many young women is the consequense of deficient exercise during early life". This point of view was supported by Ravenhill and Mendel. Mendel further stated that "physical defects are frequently remedial by the development of muscular power through exercise of specific parts and by introducing appropriate growth in plastic tissues". Obviously, with respect to exercise for women, physical education was somewhat ahead of physiology and medicine although the reasoning of Dio Lewis, Dudley Sargent, Delphine Hanna and others may have been empirical, it was sound empiricism.

Perhaps one of the most poignant and and thoughtful statements which was made with regard to development through exercise was made by Clarke W. Hetherington. Dr. Hetherington stated in his article on "Fundamental Exercise" that we in physical education should be interested in organic education—especially during the growth period for "adult organic efficiency rests on the organic development gained during the period of growth development". Hetherington further believed that once organic power was developed, the adult need only live

sanely and recreate wisely. Thus, concluded Hetherington, if organic education was taken care of in childhood and psychomotor education, character education and intellectual education were developed in early adolescence, the individual would be fundamentally educated.

Luther Gulick in *The Efficient Life* supports the thesis that the best forms of exercise will call the big muscles of the body into play—and of course he believed that this would help with the organic development. Gulick cautioned however, that growth does not occur through exercise, for "growth is predominantly a function of rest". Gulick implied that too much exercise should be avoided during growth for fear that the growth pattern would be stunted, for "physical work is destructive". Woods Hutchinson in his *Handbook of Health* takes exception to Gulick's ideas and states that "the chief use of exercise in the child, whether of mind or body, is to make us grow". But Hutchinson warns that the exercise must be kept within limits.

There was also a great deal of emphasis on the possibility and danger of over fatiguing the heart. John Ritchie in his *Primer of Physiology* cautions that there is great danger of overworking the heart, especially in youth when the heart is growing. He explained that heavy exercise calls for such demands upon the heart that hypertrophy is necessary for function to continue, and this hypertrophy tends to stretch the heart, thus causing a flabbiness which is known as athletes heart.

These wild and sometimes invalid assumptions made in the last century by responsible people with regard to exercise cannot be scoffed at. It is not fair to look at such beliefs in the light of today's knowledge—rather we should examine them in the light of the evidence of their day. It is hardly necessary to remind ourselves of the tremendous advances in biological knowledge made during the last century. Besides a paucity of scientific information, science, like all other disciplines was interpreted in the frame of reference that societal custom permitted.

Thus, it is not strange or difficult to understand why there was so much pseudoscientific evidence presented with regard to women's potential for activity. I suspect that few female cadaver were available for biological examination and much of what was reported about the relative merits of women's strengths and weaknesses was deduced through observation of women who were playing a culturally determined role, a role which insisted upon functional weakness and hence emphasized structural weakness. It is to the credit of our profession that a number of our personnel had the vision to transcend a social frame of reference and probe into sexual differences with real objectivity.

In the light of today's evidence, we realize that some of the observations made with regard to exercise, growth, cardiac function, and organic integrity were inaccurate, while other observations heralded through empirical reasoning a truth that has since been substantiated by reliable experimentation.

From the studies of Meridith, Shuttleworth, and others we know that the easiest time to change the pattern of growth is when the organism is proceding at its most rapid growth rate. For the human, this is during the fetal period. After birth, the growth pattern is rapid for the first six to eight years and then reaches a temporary plateau, with an additional growth spurt during the pubescent years. Obviously, anything which interferes with the development pattern during this time may well change the course of growth and organic integrity. Also we may tentatively make the reverse assumption—that is if the organism is allowed and encouraged to develop to its optimum level, there is reason to suspect that the integrity of the structure and its function will be maintained at maturity. However, this reasoning may have a fallacious element within its scope. Does the continued integrity rest upon what has happened or upon what is happening? I would suspect that both aspects are probably important, but that the latter concept carries the greatest weight. That is in order for mature organic efficiency to be maintained, it is essential for the adult to continue to function at his optimal level.

Let us look at a hypothetical case. If we start out with two young boys—let us say identical twins and encourage and abet the activity program of one during the years of childhood and deter and prevent the activity pattern of the other, we might reasonably expect to have these boys emerge into manhood with different functional patterns and even different structural designs. Certainly

(*Continued on page* 33)

PHYSICAL FITNESS OF BRITISH AND UNITED STATES CHILDREN

By

WILLIAM R. CAMPBELL, St. Luke's College, Exeter, England

and

RICHARD H. POHNDORF, University of Illinois, Urbana, Illinois

Excerpt from Paper presented to the Conference on HEALTH AND FITNESS IN THE MODERN WORLD, the Institute of Normal Human Anatomy, University of Rome, Viala Regina Elena, 289, Rome, Italy, August 29 through September 9, 1960

Physical Fitness Project Background

The Journal of the American Association for Health, Physical Education and Recreation in the December 1953 issue contained an article, "Muscular Fitness and Health", by Kraus and Hirschland followed by a more complete report in *The Research Quarterly* of the Kraus-Weber Tests of Minimum Muscular Fitness.

These reports showed the U.S. children between the ages of 6 and 19 to be inferior in meeting the minimum standards for strength and flexibility when compared to European (Swiss, Austrian and Italian) children. These reports presented figures that shocked both public and professional people alike, and as a result conferences and committees were organized on the fitness of American youth problem, and subsequent reports were completed and published.

Kraus-Weber Analysis

The Kraus-Weber test results stimulated valuable national and international interest in youth fitness, but the validity of the test items and the interpretation of the results were questionable. Investigations and subsequent reports indicated that the Kraus-Weber tests failed to discriminate "fit" and "unfit" children. Also the "pass or fail scoring method" failed to differentiate levels of ability in the children tested.

New Tests Devised

In the light of the criticism of the Kraus-Weber tests, the AAHPER held a Fitness Conference in September, 1956, with a view of surveying the fitness of U.S. youth, using more adequate measures. In February, 1957, a committee of the Research Council acting for the National Association agreed upon a set of tests to be administered to a nation-wide sampling of boys and girls between the ages of 10 and 17. Test directions were prepared and administered during the school year 1957-58 at various schools, spread throughout the U.S. The test results were analyzed and reported by Hunsicker.

British Youth Fitness Survey

Since the 1958 youth fitness test results had been reported on 8,500 U.S. youth, it was apparent in the light of the Kraus-Weber test criticisms that it was of prime importance to gather data on the youth of other nations and to make subsequent comparisons.

Fitness test instructions identical with the U.S. testing project were distributed to test administrators in an effort to duplicate exact testing conditions. This was necessary in order to make comparisons. *The Physical Education Journal* outlined test procedures to the professional subscribers. During the British survey, no distribution of U.S. performance standards was made, thus providing no incentive for the test administrators to attain superior performance. By June, 1959, a fine response resulted in the completion of AAHPER Fitness Tests on over 10,000 boys and girls, ages 10 to 17, from urban and rural, public and private, boys' and girls', and co-educational schools in England, Scotland, Wales, and Cyprus. Careful distribution of the tests presented a true cross-section of all types of British children.

The authors feel that a comparison of British youth and U.S. youth is one of the most logical to pursue since many ways of American life, as well as language and a substantial stock of the population, are of British derivation. Many American sports, games, and recreational pursuits are also British in origin.

TABLE 1

MEAN SCORES FOR AAHPER FITNESS TESTS ITEMS IN THE UNITED STATES AND GREAT BRITAIN (U.S. N=8,500; G.B. N=10,040)

BOYS

Test Item		Age 10	11	12	13	14	15	16	17
Pull-ups									
(no.)	U.S.	1	1	2	2	3	4	5	6
	G.B.	4	4	3	4	4	5	5	6
Sit-ups									
(no.)	U.S.	26	26	31	35	39	40	44	44
	G.B.	47	47	49	53	56	54	51	48
Shuttle Run									
(sec.)	U.S.	12.1	11.8	11.4	11.0	10.8	10.6	10.3	10.3
	G.B.	11.6	11.3	11.1	11.0	10.7	10.6	10.2	10.0
50-yard Dash									
(sec.)	U.S.	8.8	8.5	8.0	7.8	7.5	7.1	7.0	6.8
	G.B.	8.5	8.1	8.0	7.7	7.6	7.2	6.9	6.7
Standing Broad Jump (ft. in.)									
	U.S.	4' 6"	4' 10"	5' 1"	5' 5"	5'10"	6' 2"	6' 8"	6' 11"
	G.B.	5' 1"	5' 4"	5' 8"	5' 11"	6' 3"	6' 7"	6' 11"	7' 1"
Softball Throw									
(ft.)	U.S.	87	99	110	121	139	156	165	176
	G.B.	85	92	98	108	121	128	138	140
600-yd. Run-walk									
(min.	U.S.	2:51	2:43	2:39	2:29	2:22	2:14	2:05	2:04
sec.)	G.B.	2:24	2:18	2:10	2:08	2:01	1.58	1:50	1:47

GIRLS

Pull-ups (modified)									
(no.)	U.S.	23	24	24	25	23	16	19	21
	G.B.	22	27	31	30	30	32	33	*
Sit-ups									
(no.)	U.S.	19	20	20	20	18	18	19	16
	G.B.	31	33	32	34	33	29	32	*
Shuttle Run									
(sec.)	U.S.	12.8	12.5	12.3	12.1	12.0	12.0	11.7	11.8
	G.B.	12.4	11.8	11.5	11.6	11.4	11.4	11.0	*
50-yard Dash									
(sec.)	U.S.	9.1	8.9	8.7	8.5	8.5	8.6	8.4	8.6
	G.B.	8.6	8.6	8.3	8.1	8.1	8.1	7.8	*
Standing Broad Jump (ft. in.)									
	U.S.	4' 3"	4' 6"	4' 6"	4' 8"	4' 9"	4' 10"	5' 0"	5' 0"
	G.B.	4' 10"	5' 1"	5' 4"	5' 6"	5' 8"	5' 8"	5' 10"	
Softball Throw									
(ft.)	U.S.	41	51	60	69	70	74	76	79
	G.B.	54	56	56	62	70	72	80	*
600-yd. Run-Walk									
(min.	U.S.	3:14	3:09	3:12	3:08	3:14	3:14	3:15	3:11
sec.)	G.B.	2:48	2:42	2:40	2:37	2:33	2:34	2:32	*

*G.B.—Girls age 17 not included (insufficient number of cases)

Summary and Conclusions

The AAHPER Physical Fitness Tests were administered in 1958-59 to over 10,000 British boys and girls. These were processed according to ages for boys and girls and their means calculated.

The British boys were far superior to the U.S. boys in all the fitness tests exclusive of the softball throw. They have greater shoulder girdle strength, superior agility, greater abdominal endurance, leg explosive power, and circulatory endurance.

The British girls paralleled the British boys in their superiority over their counterparts in the U.S. Additionally, they showed, at specific ages, superiority in performance over U.S. boys at ages 10, 11, 12, and 13 on their mean scores in five of the seven tests.

In general, the British and U.S. boys and British girls improved with age while the U.S. girls showed either little improvement or regressed with age.

The British mean scores should not be looked upon as necessarily preferred norms, for in the last decade, professional physical educators in Great Britain have become alarmed at the British trend toward passive activities such as TV, motor car and bus travel substituted for short walking distances, cinema, "spectatoritis", and other such inactive, time-consuming diversions. British physical educators are constantly striving for more and improved physical education in their schools to combat these various diversions, which serve to reduce the physical fitness level of the people.

The unfit condition of the U.S. youth is serious as indicated in this study. The physical fitness of a nation is definitely not displayed in the showing of its Olympic team, nor by its economic stature, but by what its individuals can actually do, and the U.S. youth certainly does not display good physical fitness when looked at from these criteria.

TABLE 2

GREAT BRITAIN AAHPER MEAN FITNESS TEST SCORES COMPARED TO U.S. PERFORMANCE PERCENTILE SCORES

Age									
Test Item	10	11	12	13	14	15	16	17	Ave %
Pull-ups (modified)									
Boys	85	85	70	75	65	70	50	55	69
Girls	48	55	63	60	62	72	71	—	62
Sit-ups									
Boys	80	78	74	79	77	76	65	55	73
Girls	77	79	87	85	88	87	90	—	85
Shuttle Run									
Boys	70	70	60	55	53	50	55	65	60
Girls	60	77	75	70	75	65	80	—	72
50-yard Dash									
Boys	65	70	60	55	45	45	55	55	56
Girls	75	60	65	70	70	70	78	—	70
Standing Broad Jump									
Boys	85	80	80	75	70	65	60	58	72
Girls	80	82	90	88	84	80	80	—	83
Softball Throw									
Boys	47	37	32	30	28	19	19	14	28
Girls	76	60	43	38	50	48	55	—	53
600-yard Run-Walk									
Boys	88	92	92	87	86	82	82	87	87
Girls	79	83	82	87	93	91	92	—	87
Average % by age									
Boys	74	73	67	65	61	56	55	56	
Girls	71	71	72	71	75	73	78	—	

Average %for Boys in all events, 64; exclusive of softball, 70.
Average % for Girls in all events, 73; exclusive of softball, 77.
Average % for all Boys and Girls, 69; exclusive of softball, 74.

RECREATION WEEK '61

ELEANOR S. BLAKE

"Find New Worlds Through Recreation" — that was the theme of RECREATION WEEK '61 as sponsored by the Township of Toronto Recreation and Parks Department. This week was set aside to give the citizens in the Township a chance to explore the many recreation opportunities available to them. There were so many opportunities that Miss E. Blake, Assistant Director of Recreation, stated that the citizens might very well copy the delightful Chinese custom of giving each year a different name and call 1961 "The Year of a Thousand Horizons".

Recreation can open doors that no other activity of our life can. That's because when we do exactly what we like doing, we throw our whole enthusiasm into the subject at hand. Whether we go in for bridge, art, music or tennis, our enthusiasm expands our horizons to make our world include new people, new settings, new enjoyment. Every time we branch out into a different activity, we add another dimension of excitement to our lives.

Canadians have been accused of being too complacent, of having more leisure than some of us know what to do with. But we believe that Canadians still respond to the thrill of discovery and this was proven as over 6000 Township citizens visited RECREATION WEEK '61 displays during the week of April 3rd.

Co-operation was asked of religious leaders to use Recreation Sunday (April 9) as an occasion to deliver sermons on the moral obligation to be wise stewards of our leisure.

Civic Groups were urged to emphasize the recreation they sponsored and to help their own members use their leisure time.

Corporations used Recreation week to highlight employee recreation programmes and to help employees find out what is going on in the Community.

Libraries observed the week with special displays of books that tie in with the emphasis of the week and/or by arranging small sample libraries on sports, crafts, hobbies and other programme-related topics in recreation centres.

RECREATION WEEK '61 opened on Tuesday with displays of arts and crafts, demonstrations, area committee exhibits and Sports Hall of Fame. Young people, particularly, found much to interest them in these displays. In addition to their sporting heroes, they viewed displays of campcraft and Indian lore which they will meet again when the Recreation Commission opens its summer camp—plus a myriad of other interesting exhibits. There were displays of metalcraft, millinery and a wealth of worthwhile pursuits for all ages.

Wednesday afternoon volleyball, boy's badminton and table tennis tournaments drew the enthusiasm of the young fry while the oldsters of the Township participated in a cribbage tournament or other card games. The school gals had their innings at basketball, volleyball and badminton on Thursday morning.

During the evenings, stage performances took place featuring demonstrations by gym groups, choral groups, dramatic groups and several dance groups.

Saturday, climaxing the week was the Second Annual Youth Conference, attended by 150 delegates from across the Province. A Speed Box Derby was also held with 15 entries. The Square Dance enthusiasts gathered 200 strong on Saturday evening to hold their First Square Dance Jamboree.

More than the Easter Bunny was hopping in the Township of Toronto during RECREATION WEEK '61, held during the Easter vacation. So successful was this new venture, that it will now become an annual event for all Township residents to enjoy.

THE YORK MEMORIAL CAMP SCHOOL

T. E. BARBER, Field Officer
Metropolitan Toronto and Region Conservation Authority

Introduction

A conservation camp school adds a new dimension to education. It is primarily the extension of education to the out-of-doors. It takes place in a school camp, in school time and is an integral part of the school curriculum. It attempts to do those things which can best be done outside of the classrooms. The camp school, therefore, does not claim to carry on classroom studies but rather to vitalize education by creating situations where the material taught in the various school courses fuses into an important and meaningful experience that could not be had from books within the four walls of the classroom.

History

School camping is not an entirely new idea. Scotland for example puts over 30,000 school pupils annually in camp school for a month. The city of London, England, maintains ten permanent camp schools accommodating over 200 pupils, each functioning ten months of the year. Many school camps have been operating in the United States for a number of years. The school authorities of Battle Creek, Michigan have operated a camp school in connection with the regular school system for over 25 years.

In Canada, school camping is relatively new in the educational system. To the best of our knowledge no camp schools are in operation outside of Ontario. There are only some six or seven schools in Ontario that have attempted short term camp schools and the Toronto Island Natural Science School is the only permanent one in the province.

In Ontario a start was made at school camping approximately ten years ago. In 1950 a small group of preparatory school boys from Pickering College, Newmarket, with boys from each of Forest Hill Junior High School and the Don Ross Public School, Toronto, together with their instructors instituted the first camp school. Pickering College and Forest Hill held schools in subsequent years. In 1952, the King George School, Guelph, began school camping with a class of 40 grade five boys and girls. At the high school level York Memorial Collegiate Institute undertook its first camp school experiment in 1953. A complete class of grade nine students together with their homeroom teacher participated in a 2½ day co-educational camping experience in May. School camping has been attempted at elementary, junior high and high school levels, in each of the four seasons of the year and has been tried by both residential and government schools.

The York Memorial Camp School has been attended since 1953 or in eight consecutive years by a grade nine class. The Humber Valley Conservation Authority and now the Metropolitan Toronto and Region Conservation Authority have considered this program an extremely valuable one, not because of the number of students that attend the Conservation Camp School, but because the Authority feels that it is one of the pioneers in conservation camp school education in Ontario and in Canada. The Authority in reality has been carrying on the Camp School to date as an experiment which it is hoped will lay a solid foundation through trial and error for a more extensive and permanent school in the coming years.

Location

Bolton has been the camping site for the school. Each year the school is held in late May or early June at a summer camp located in the Humber Valley a few feet from the Humber river on the north-west corner of the village of Bolton. The area was selected as the site for the Camp School because of its suitability for such a venture. Within a ten mile radius of Bolton is the most complete outdoor laboratory for teaching conservation in our region.

In general the outdoor classroom environment in this area is a rural type landscape capable of completely dissolving the city down the road for the students so that their experience is a rural one.

Operation

School camping starts on Monday and concludes Wednesday. The successful opera-

tion of the camp school, however, depends on more than just the time spent on the site . . . adequate preparation of the class prior to camping . . . workbook assignments after, as well as a few questions on the final examination.

The cost of attending the School includes only the food so that each student contributes approximately $6.00. York Memorial Collegiate has provided the deficit for students not able to pay.

Camp Kneale, a church camp, is loaned to the Authority for the purpose of holding the camp school. The staff of the Authority responsible for the conservation courses includes a professional forester, biologist, and agrologist. The homeroom teacher from York Memorial Collegiate, Miss Blanche Snell, is responsible for the operation of the school and in charge of the students at all times. She is assisted by camp leaders (senior secondary school students), the school nurse, and by other interested teachers in attendance.

Courses

The three day Conservation Camp School offers seven courses. The first morning is devoted to the organization of the camp followed by a one to two hour discussion by the Science teacher of the school staff on weather forecasting and a visit to the weather station located in the Albion Hills. In the afternoon the biologist of the staff of the Conservation Authority conducts a tour in wildlife conservation. The second afternoon. The last day of the camp school includes a visit to two types of farms with the study of crops and livestock on each farm. School is concluded by a visit to a oneroom rural school.
day is devoted to forest conservation in the morning with soil conservation in the

In the afternoon devoted to wildlife conservation, the group visits a fish hatchery and rearing ponds at either the Albion Trout Club or the Glen Haffy Conservation Area, where they identify species of trout and study their temperature and oxygen requirements. The value and use of a farm pond is demonstrated as well as the proper management of a pond. At Gibson Lake the students see wet lands. Their importance is discussed as well as the species of ducks and other wildlife that similar areas attract. Mention is also made of the various aquatic weed control experiments being carried out in the Authority's research program.

The evening program complements the daily tours. For example, groups are chosen to report on a tour or a certain aspect of the tour. A student presents a summary of the group assignment and the entire class enters into a discussion of the report. While the meals are being prepared the activity leaders organize various games. Later in the evening suitable conservation films are shown for information and relaxation.

Evaluations

The need for public support through education in a program such as The Metropolitan Toronto & Region Conservation Authority is carrying out was stressed at the beginning of the paper. It was also noted that the Conservation Camp School was a new concept in education and also the York Memorial School was an experiment operated by the Information & Education Advisory Board of the Authority. It cannot then, fulfill Authority needs in its present form as it accommodates only one class from one school in any one year. In addition camp school services are not available to other study groups that are particularly interested in conservation, such as Scouts, Junior Farmers, 4-H Clubs, teachers' groups, university groups, F.O.N., and others. The experiment has proven three things. Firstly, the conservation camp school is the practical way of studying and appreciating the conservation of our natural resources. Secondly, the environment of a conservation camp school classroom, which accommodates students from Metropolitan Toronto, helps bridge the gap between city and rural people and their environments.

The by-product of a conservation camp school, that of social living, is as important as the educational features of the school itself. During the time spent with the school group the student is encouraged to develop self-reliance, citizenship skills, and the feel of the appeal of wholesome living. In addition the students experience planning and living together. They participate in a wide variety of social situations and assume a number of individual and group responsibilities in learning to work and play together. In the school the happiness and well being of the whole group can be

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WHICH WAY PHYSICAL EDUCATION?

Prof. J. B. LEICESTER
University of Saskatchewan

Challenges to the physical education program have occurred in a number of colleges and universities throughout the country in recent years. They have arisen from the crisis which has enveloped our system of education since the Russians launched the race for outer space in 1957; but a second, and now more significant factor, has been the rapid increase in enrolments faced by most of our colleges and universities.

One of the most serious challenges has to do with requiring physical education for a given period during the undergraduate program.[1]

This article seeks to examine the required physical education program in Canadian Colleges and Universities — to point out some elements of its heritage, some strengths and weaknesses in its present theories and practices, and some promising possibilities of its greater usefulness in the future.

Obviously a single presentation can provide but a suggestive treatment of the subject. It is the author's conviction that physical education in Canada is at the cross roads. Ahead lies either the eclipse of such programs or their most serviceable and useful era.

The ultimate test of the validity and worth of an educational program is the degree to which its purposes and services are attuned to the needs of the society. Any appraisal of these needs cannot safely rest upon transient considerations. Programs based upon superficially conceived "life adjustment" criteria will not suffice. What is required is attunement to the constant needs of society — to the values rooted in its heritage, to the needs vital in its contemporary life, and to the dynamics of its dreams for a creative future.

As early as 1907 one of the founders of physical education in Canada, Dr. D. S. Lamb, first Director of Physical Education, at McGill University, endorsed the idea of a "physical basis as a prime necessity". For years the organic or physical fitness side of physical education was stressed. Then some physical educators began to interpret the naturalistic theories of education in such a way that schools and colleges began dropping body building exercise and gymnastics and substituted only sports instead of adding these complementary activities and thus developing a well-rounded program. This may have been an error for a goodly number of colleges and universities have nothing more than "free play" programs today.

If recent scores on the physical fitness of undergraduate students at the University of Saskatchewan are at all indicative, then the physical fitness of our students is at a dangerously low ebb. Only thirty-eight per cent of the students tested passed all six items of this minimal fitness test. These are the same young men and women who will be the leaders in Canada tomorrow — an estimated three-quarters of the nation's leadership positions are held by college graduates. Furthermore, in the event of a national emergency, college youth would have to shoulder a major part of any defence effort. What a bleak outlook for "fit" leadership in times when physical as well as mental stress is a part of such positions.

I am not questioning the intellectual ability of such prospective leaders, however even the noblest of thoughts in mankind are but wishful thinking in a body physically unable to put thoughts into action. Physical strength to initiate something and the muscular and cardio-respiratory endurance to carry it through are still the "sine qua non" of civilization.

Might I suggest in view of the fast-growing amounts of evidence pointing to the importance of physical fitness, that we re-examine our programs in terms of this objective.

As J. B. Nash put it in his address to a County Health Personnel Meeting in Oswego, New York in 1959, "We must isolate physical fitness as the primary objective of physical education."

When physical fitness is considered as a primary objective of the required pro-

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The Students Write

AUSTRALIAN PHYSICAL EDUCATION

THE ROLE OF PHYSICAL EDUCATION IN TEACHER TRAINING

By DAVID PARSONS
School of Physical Education and Recreation
The University of British Columbia

The formalized training period for teachers of the elementary and junior grades in the New South Wales Public Schools occupies two academic years. In this time the student is exposed to the background and procedures of thirteen subject areas, two of which are Health Education and Physical Education. Herein follows a description of the Physical Education situations each student is likely to meet each academic year.

Students enter college at the completion of the five-year secondary education programme requiring, as an entrance qualification, a Leaving Certificate or Matriculation Certificate. The examination procedure for these certificates entails a state-wide series of external examinations in University recognised areas. It is significant to note that students enter college with marked variation in Physical Education attainments. During the latter part of their secondary education the time distribution for this non-examination subject is left to the discretion of the School Headmaster. Consequently it is not unusual for the subject to be eliminated from the timetable for senior years, although of late most schools do receive at least forty minutes per week. Since as graduating teachers they will be required to teach one hundred minutes Physical Education per week, some deep and careful stock-taking is made early to detect possible problem instances.

Each week students receive two hours devoted to the theoretical and practical implications of Physical Education and its philosophy, and a further one hour period devoted to the coaching of the national team games likely to be met in the schools. The other salient features from the Physical Education point of view are these:—

(i) an intra-mural competition in seasonal team games, usually occupying one or two hours per week,
(ii) an extra-mural competition
(iii) a series of individual and team championships in preparation for
(iv) an annual state-wide Championship series in Track and Field and Swimming, Diving and Water Polo
(v) a dual College meet
(vi) a resident Camp, devoted to Life Saving and Swimming Skills.

Thrice yearly the students enter various schools, for supervised Practice Teaching for periods of up to three weeks at a time. During this time students teach Physical Education lessons and engage in coaching and organization of sports afternoon sessions. Whilst at college weekly lessons in all aspects of the Curriculum are observed at special Demonstration Schools, and during this teaching phase students put to the test many lessons observed during the previous months at college.

Briefly clarifying some of the previous areas; intra-murals are conducted at lunch hour or such time when any two sections are free from other commitments. Each sport or activity is in vogue for about four weeks and the tournament procedures vary according to the demand to play. Similarly teams are entered in extra-mural competition only at the request of the student body; if no demand exists to play at a certain sport no team is entered in that competition. Extra-mural competition of course is conducted during the evening or at week-ends. College Championships are organized in accordance with interest and traditions dominating Australian schools. During the late summer, a Summer Intercollegiate Championship series is conducted in the state capital of Sydney. Students from the seven Colleges journey to the city for an afternoon carnival in Track and Field and an evening Swimming series. Diving and Water Polo are also staged during the evening. Although the Sydney Teachers' College has a special Physical

Education Diploma group of students enrolled the other colleges acquit themselves well and the standard of participation is very high.

During the winter a dual intercollegiate series on a home-and away basis is conducted. To visit another college as a member of the Winter Intercollegiate party is to complete one's stay at college and competition for places is keen. Touring parties usually number seventy and over a three day period the following challenges are played:

Women	Men
Grass Hockey	Rugby Union
Softball	Soccer
Tennis	Hockey
Basketball	Tennis
	Baseketball

With the usual social commitments in conjunction with these sporting events the Intercollegiate competition has grown into a great educational experience for all concerned and is held in high esteem for its contribution to the life of the student body.

Before the commencement of the second academic year during the summer recess, a ten-day resident camp is conducted. Although the theme of the camp is Swimming and Life Saving it would be poor education to limit the exposure of the students to these aspects alone. With the assistance of the permanent Camp Staff personnel, much emphasis is placed on the values of School Camping. Since Camps in our state are regarded as regular schools, the practical implications of many subjects, Geography, Biology and Zoology, are applied whilst another twist to the presentation of other subjects is discussed and demonstrated. Our close relative Music permeates all camping activities.

It is significant to note that our students are given the suggestion that the minimal qualification for teachers is not the ability to swim but the possession of a life saving award. With such opportunities as Swimming and Life Saving Camp few students fail to so qualify.

Considerable emphasis is placed upon competent officiating of team games and regular courses are organized to enable students to receive instruction in this direction and at opportune occasions the chance to attempt Umpires Certificate awards. Consequently shortage of talented and capable officials for the conduct of the events previously mentioned is seldom experienced.

Australian Physical Education, stimulated by the impetus given on the occasion of the 1956 Olympic Games conducted at Melbourne, has flourished both in numerical number of members and in the quality of the professional offerings to our Journal. Under the guidance of Professor Fritz Duras of the Melbourne University Physical Education Department the association emulates the professional esteem enjoyed by both the Canadian and American Associations.

It should not be construed that we, down under, believe we have arrived at that point after which we fail to see our errors or fail to recognize a new idea for such is not the case. Throughout the United States, in Canada and the Continent many students, like myself, are eagerly whetting our appetites on the educational feasts you have to offer. We all trust we might be able to offer something in return, but if not, we will turn our lessons to good advantage upon our return to the wide brown land down under.

Discussion of the content of the Physical Education Lecture course has been avoided and also any comparison with the small observances made to date for this is surely part of another issue. Many Canadians are at present finding their way to Australia and find the conditions there to be not unlike those enjoyed here.

QUOTES

Henry Ford once made a statement that perhaps should become a motto for public relations:

"Coming together is a beginning
Keeping together is progress
Working together is success"

(from C.A.R. Scope)

* * *

"It is much easier to be critical than to be correct" Disraeli

A LOOK AT P.H.E. and R. FOR BOYS

EARLE F. ZEIGLER, Ph.D.
Department of Physical Education and Athletics
The University of Michigan

(Although the observations noted by Dr. Zeigler herein refer to the Michigan public school situation, they could apply equally well to most areas in Canada.)

Children and young people in the United States are "enjoying" a way of life which is not conducive to the achievement of a strong, sturdy body that is healthy enough to withstand many of life's stresses and strains. We are told that a great many of our boys cannot do one pull-up; that only ten per cent of our elementary school children receive regular, organized physical education classes; that only fifty per cent of our high school youth get such instruction; that draft statistics in World Wars I and II showed high rejection rates; that the average adult female is sixteen pounds overweight, and that the average male is twenty pounds overweight; and that many people twenty-seven years of age are old "physically," insofar as large muscle-group strength, flexibility, and circulo-respiratory efficiency are concerned.

Observation of the boys' programs of health, physical education, and recreation in Michigan Public Schools over a period of five years lead to the conclusion that the program in Michigan is not significantly better than the hypothetical national average. This may be good enough for some whose educational philosophy allows no room in the core curriculum for this subject-matter field. It should not be "good enough," however, for those educators who subscribe to the Greek concept of a "sound mind in a sound body." Even this ideal does not necessarily imply "the worthy use of leisure," which looms so large in so heavily an industrialized state.

Lest the reader think that a "blast is being loosed" at my colleagues on the elementary and secondary levels, let me hasten to say that this is only partially so. One of the major difficulties appears to be that old "bugaboo" that goes by the name of "administrative feasibility." To be sure, many of the teachers may not realize the potentialities of which they are capable, but we can't escape the fact that administrative leadership tends to be deadening and stifling in many instances. Our state consultant, to give one example, is thoroughly competent and knows what the ideal health, physical education, and recreation program should look like, but for a number of reasons he is not in a position to demand that the "ideal" be approximated.

Let us look at the situation quickly before attempting to offer specific suggestions drawn from a number of school visitations. Frankly, our secondary schools do not seem to be able to cope with the demand for all sorts of games and sports. In the high schools one usually finds a good interscholastic sports program, a fair to poor required physical education class program, an almost non-existent intramural sports program for the average male youngster, and a deficient voluntary physical recreation program. Generally speaking, community recreation programs have tried to fill the gap in "intramural games and sports" and have left inter-community competitive leagues to all sorts and kinds of "outside organizations." The resultant heterogeneous outcome looks something like a patchwork quilt with a few disturbing holes in it.

Unfortunately, there appears to be little or no integration among the three levels of education before college or university. Elementary school children (Grades 1-6) are not getting rugged physical education activities in school nor are they learning sports skills. Some youngsters are getting varying levels of attention outside of school through private organizations and community recreation programs. The junior high school picture (Grades 7-9) is better in regard to regular health and physical education classes (but still not good!) and, in some

cases, a considerable amount of interscholastic competition is going on. This latter emphasis has been sharply criticized, along with junior high school marching bands, by Dr. Conant recently. I do not sense this problem in Michigan to any extent.

Now for some of the specifics which relate primarily to the junior high and high school levels, although there are some implications for the elementary grades as well. I believe that every school system should develop a curriculum guide or syllabus with some of the following used as possible headings:

1. *Aims and objectives* — rarely, if ever, do I find a written statement of long range aims and realizable objectives for health, physical education, and recreation.
2. There is usually no policy for a *medical examination* for *all* students and assignment to physical education activities on this basis. We don't even ask for a statement from the family physician.
3. *Physical education classification* of students to get some sort of homogeneous grouping in the various classes is practically non-existent. In many instances one finds boys from all classes (grade levels) taking part in an activity at a particular time.
4. *The individual or adapted program concept* — there are many boys in our classes with remediable defects, but there is no time and there are no facilities to do anything about this problem.
5. *Health education* — there seems to be no general understanding of the recognized three-pronged approach to this problem (i.e. health services, health instruction, and healthful school living). I have yet to find a really active health committee within a high school with representation from all involved.
6. *Required physical education class program* — here we face a situation where *conditioning* is not adequate; *sports instruction* is not varied enough nor in sufficient detail; and *elective opportunities* are not sufficiently available to upperclassmen.
7. *Intramural athletics* — administrators should consider the appointment of an interested teacher part-time to administer the "athletics for all" program under the department. If the physical education man coaches, he does not have time for this in addition to his regular teaching duties. Furthermore, if we are not willing to provide some facilities at a reasonable time, perhaps we should ask community recreation to look after this phase of the boys' program.
8. *Interscholastic athletes* — it would be helpful to find policy statements in some sort of an administrative guide. Because of fine state leadership, and because this is the phase of the program that the public sees, interscholastic athletics are in good shape. We should make every effort, however, to offer competition in a greater number of sports, and we should give more boys a chance to participate in each sport through junior varsity and freshman schedules (where Grade 9 is included).
9. *Voluntary physical recreation* — this phase of the program can grow naturally from elective opportunities for upperclassmen in the leisure carry-over sports.
10. *Evaluation and measurement* — more thought should be given to a "philosophy" of grading in an activity like physical education. I find that there is too great a variance between individual teachers and between schools. What is it we are measuring? If we classify and test at the outset, then it follows that we should re-test at the end of the unit or semester to help in the determination of a fair grade.

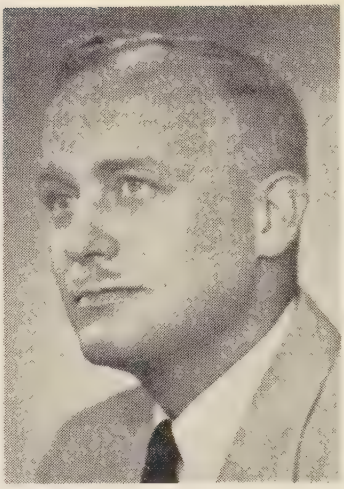
Conclusion

Health, physical education, and recreation (including athletics) can and should play an important part in the life of the growing boy given fine leadership, adequate time, and adequate facilities. Much good work is being done, but it can be improved by energetic, imaginative leadership and assistance from enlightened administrators. Certain deficiencies taken from a limited sampling have been noted. There is much room for improvement. The concept of a "sound mind in a sound body" has a firm place in Michigan education today and in the future.

HARD EDUCATION IN A SOFT SOCIETY

GEORGE E. FLOWER
Ontario College of Education,
University of Toronto

An address to the Canadian Association for Health, Physical Education and Recreation, McMaster University, June 21, 1961.



In the first place, schools reflect the society they serve far more than they mold it. So behind current trends in education, and to point directions for the future, we need to look at our society. And here there is abundant evidence to convince the most skeptical that ours is indeed a revolutionary world. The last sixty years have seen an explosive expansion of Man's knowledge about the world of which he is a part. The automobile has made a neighbourhood of a nation. Supersonic aircraft have moved the farthest corners of the earth literally into the next block. And our youngsters now contemplate space travel much as I used to think of journeying some day from Montreal to Hamilton. The plain and sobering fact is that my grandfather, and yours, was brought up in a world in many ways closer to that of Julius Caesar than to our world of today.

In brief, the revolution and ferment abroad today stem from this explosive expansion of knowledge about *things*, not matched by an equal understanding of ourselves and others as *people*. Meanwhile our new neighbour nations in Africa seek to compress two centuries of experience into two years; and here in North America we have come to take for granted a higher standard of creature comforts than has ever been known elsewhere in the history of mankind. So we do indeed live in a revolutionary world — and a world in which crisis is so piled upon crisis that we tend to react more when there are NO scare headlines in the press than when there are. Stop and think: this new decade of the 1960's could well be the world's *best* — or *last*. Which shall it be? One year is already gone. We have learned to split the atom: can we learn to unite humanity?

And on what do we pin our hopes? In large measure, I believe, on education for freedom and responsibility. The president of the Carnegie Corporation has referred to education as "the servant of all our purposes". We Canadians would seem to agree. We are so education-conscious that we have made study and teaching our largest national enterprise. Today, one Canadian in four is a full-time student or teacher, and that proportion continues to rise. Moreover, we now view education as something which is continuing and life-long, not merely a formal program which ceases at the end of school or college. Dr. Hugh Keenleyside said the other day that anyone who does not learn more between the ages of fifty and sixty than he did between the ages of ten and twenty is either ill, lazy, or mentally deficient.

Yet our faith in education, or in education as we have it, is being challenged. Distressing events on the international scene have prodded many to a re-examination of educational beliefs and practices; for others, rising costs and tax rates at home have served as a spur; still others—though usually on the shakiest of evidence — are worried that Johnny Can't Read. Witness no fewer than eleven Royal Commissions on education across this country in the last ten years. This, then, is the state of education today; a mixture of certainty and uncertainty, on the other hand, as to purposes and procedures and ways and means.

Against such a background, then, and accepting the idea that we do wish to bring up our youngsters to be free and responsible citizens, what are some implications for the schools?

First, we need to ask ourselves what we mean by freedom and responsibility. Does freedom in this context imply complete absence of restraints? Surely not; complete absence of restraints would be license, not freedom; complete freedom of that sort, for every individual in a society—or in a school—could only result in hopeless anarchy, even if it were possible. Surely the freedom we are talking about involves relative absence of *externally-imposed* restraints. The free and responsible person is the one who exercises appropriate restraints *upon his own behaviour*. He knows what he can do, he says he will do it, and he does it. The free and responsible person is one who thus takes responsibility for his own actions, for himself, first. He makes decisions as to what he shall do, carries out those decisions, and takes the consequences.

Now think back to when you learned to swim. Did you do so by memorizing a long list of suggestions? How does one learn to teach, or to make a speech? By reading books on the subject? By talking about it? Undoubtedly such reading, such discussion, such following-of-the-rules may help. But I doubt if books and rules and discussion alone serve the purpose nearly as well as they do when they are combined with practice in actually swimming, teaching, or making a speech.

Should not the same truth apply in attempting to develop free and responsible youngsters in our homes and in our schools?

If we really wish to educate for freedom and responsibility, is it enough merely to talk with youngsters about freedom and responsibility, while all the while we hem them up in rules and regulations and prescriptions and requirements which we ourselves have laid down? Don't we have to give youngsters practice in being free and responsible—in making their own decisions and taking the consequences of those decisions? If we give them practice only in following directions, only in adhering to laid-down rules, they will learn beautifully how to follow directions and how to do what they are told. But how will they learn what to do when there is nobody there to tell them what to do?

This strikes me as one point which is crystal clear: if we want youngsters to develop into truly free and responsible citizens, then we must give them repeated practice in being free and responsible. This is difficult, of course. We don't mind giving youngsters a great deal of leeway just as long as we feel they will make the right decisions and act responsibly. But freedom to decide and to act must also be freedom sometimes to make the wrong decisions and to act irresponsibly. Here the hope is that the youngster, taking the consequences of being wrong, will learn from his errors. I believe that we adults often fool ourselves, but not the youngsters, when we think we allow them freedom but when in fact all we allow is freedom to decide and to do only precisely what we ourselves had in mind in the first place.

It takes a great deal of faith in youngsters to give them this kind of freedom. It means, among other things, that we must trust them. I doubt if we really do trust youngsters enough. Take one small example. Even senior high schools still send reports home for parents not only to read and sign, but also to fill in an estimate of the number of hours the pupil ordinarily spends on homework. Why not ask the youngster, instead of the parent? I suspect that one of the main reasons is that we do not really trust the youngster that much.

What kinds of practice in being free and responsible should we arrange for youngsters? We can all think of many kinds—both in and out of the classroom; and we would doubtless all agree that the more mature a child is, the more freedom and responsibility he can be offered without undue danger to himself or to others. Permit me, however, to say a word about only one dimension of freedom and authority in the classroom.

Lincoln Steffens, in his *Autobiography*, complains that his teachers all the way through school and college taught him only of the known, and how to commit it to mind; they did little to instruct him in the art of approaching the unknown, the art of posing questions. Now perhaps he just did not have good enough teachers. But let me ask this: to what extent is the emphasis in our schools on gaining and storing information, gaining it and storing it in the form in which it is presented, so that it can be given back correctly at examination time? To what extent might it be fair to suggest that much of what goes on in our schools might be accurately described as rather passive knowledge-getting? The way

to subtract nine from sixteen is thus-and-so; Ottawa is the capital of Canada; transportation is vital to cities; the square of the hypotenuse is equal to the sum of the squares on the other two sides; and on it goes. Now I do not suggest that it is unimportant for youngsters to learn a very great number of facts indeed; not at all. But if we are going to help youngsters in the schools develop into free and responsible citizens we must teach in such a way that they go far beyond the mere facts. We must give them experience in asking questions about those facts, in thinking outward from those facts. Professor J. S. Bruner of Harvard said the following in a recent article:

> Once I did see a teacher specifically encourage a class to organize and use minimal information to draw a maximum number of inferences. The teacher modeled his technique, I suppose, on the tried method of the story-teller. He presented the beginnings of the Whiskey Rebellion and said to his pupils, much in the manner of Ellery Queen speaking to his readers: "You now have enough to reconstruct the rest of the story. Let's see if we can do it." He was urging them to cross the barrier from learning into thinking.

All good teachers try to do this sort of thing. We need to do far more of it. We need to encourage pupils to struggle with a problem using varying approaches, to learn that it is permissible to derive their own conclusions. We should not force children to accept the correct answer until they have had freedom to expore the facts and try a tentative answer.

(Parenthetically, as a one-time physical education man myself, may I say that I am more and more convinced that it would be an excellent experience for *all* teachers to be required to teach some physical education early in their career. It is impossible to teach physical education without involving youngsters actively in doing something: you can't simply preach physical education at a gym-full of students. This is a salutary lesson for carry-over into the English or the History or any other class.)

My first point is, then, that if we want youngsters to develop into free and responsible citizens, we must give them every opportunity to practise being free, and to think for themselves and to act responsibly.

My second point is that we will not have much success in teaching youngsters or adults to be more free and responsible, if we are not free and responsible ourselves. The force of example is a powerful stimulus.

To what extent are we free as professionals — and to what extent do we act responsibly in the face of that freedom?

The first reply which many of us may be tempted to make is that, as teachers, or other employees, we are not very free at all. We feel cribbed and confined by courses of study, hemmed in by the system, and with a veritable army of supervisors continually looking over our shoulders. Let's be honest with ourselves. Do we really make use of all the freedom we have within our various classes and groups? Or do we sometimes offer excuses for not doing so by convincing ourselves that we don't have very much freedom anyway? I think it would be fair to say that many of us teachers have far more freedom to teach as we wish — freedom in terms of adaptation and treatment of course of study, in terms of methods, of classroom procedures — many of us have far more freedom than we use. Indeed one of the conclusions of a careful study three years ago by the Research Division of the Canadian Teachers' Federation in co-operation with the Ontario Teachers' Federation was that " . . . teachers had not explored all the possible avenues of freedom in teaching which were open to them".

Would it be too harsh to say that often we appear not to accept the responsibility to make use of the freedoms we have? To the extent that this is true, it is a serious indictment.

There is another sense, it seems to me, in which we professional school people have not shown ourselves to be as free and responsible as we should be. I mentioned earlier that we are living in a revolutionary world. But I doubt that our schools have changed nearly enough to keep pace with the revolutions in our society. In this tumultuous Twentieth Century we lag so far behind the times.

If we think of change at all, our first reaction tends to be a negative one; most of us rationalize continuing to do just about what we have always done, on such grounds as that it is easier not to change, that the new may not be as good as the old, and that our society wants and needs the tried and true anyways. I am told that

(*Continued on page* 28)

Physical Education At The University Level In Japan

MAXWELL HOWELL and D. S. SLOAN
School of Physical Education and Recreation
The University of British Columbia
Vancouver, B.C.

Prior to the last World War, Japan's educational system was under the rigid control of the government. Japanese education proceeded on the assumption that every man, woman and child was first of all a member of the state and that the state had rightful and absolute power over him. Discipline was an essential part of the system, which required much memorization, hard work and long hours of study.

Following the war there were great changes in the educational system. The Emperor, in an Imperial Rescript, ordered a remobilization of education thought control, spiritual guidance and scientific advancement. A well-known authority on Asiatic problems, James R. Young[1], made a plea at the same time for a complete overhaul of the compulsory education system which he described as based on vicious propaganda and falsehood. "The Japanese," he said, "believes what he reads in his texts that his people invented radar, the telephone, telegraph, airplane, and locomotive. His books have been supplied, edited and financed by the Ministry of Education. The docile mentality of the Japanese, their difficulty of seeing the other side or the truth of any question or historical fact and their absolute readiness to accept any balderdash handed to them makes them a dangerous student body".[2] He advocated the elimination of military and spiritual indoctrination, of Emperor worship in Japanese schools from kindergarten through to post-graduate work and a complete revision of textbooks.

Complete revision of the Japanese educational system resulted from a directive "Administration of the Education System of Japan" issued by the Supreme Commander of the Allied Powers in Japan, General Douglas MacArthur, on October 22, 1945.

This policy directive sought to ban the spread of militarist and ultranationalist thought and all forms of military drill and athletics, and in their place teach and translate into practice the ideas of fundamental human rights, freedom of thought, worship and assembly, the dignity of the individual, parliamentarianism of all personnel connected with education, and the dismissal of professional soldiers, militarists, active advocates of ultranationalism and opponents of occupational policy. Further, a thorough revision of schoolbooks, guidance material for teachers and similar items was required.

Later, all militarist educators were purged, and on December 15, 1945, the Supreme Commander of the Allied Powers abolished Shinto as the National religion. This was followed, on December 31, 1945, with the suspension of the teaching of Shushin (Japanese ethics), history and geography. Finally, on January 1, 1946, the Emperor Hirohito in an Imperial Rescript proclaimed as false the concept that "the Emperor is Divine".

The magnitude of the importance of these directives and statements can hardly be overestimated, for they took from the people their fundamental principles of education and belief. The old system was to be replaced by a new sysetm of "Education for Democracy".

Early in January, 1946, General MacArthur requested that the United States War Department send to Japan a group of American educators to discuss with members of his staff and Japanese educators the problems pertaining to education. In rebuilding Japanese education, the Supreme Commander of the Allied Powers decided to respect the responsibility and initiative of the Japanese people as far as possible, while giving fairly strong directives based upon the opinion of American educators.

The United States Education Mission arrived in Japan in March, 1946 and spent a month studying the organization and chief characteristics of its educational system through a series of meetings arranged by the Civil Information and Education Section of General MacArthur's staff, by conferences between committees of the

Education Mission and by corresponding committees of Japanese educators and by numerous individual conferences with the Japanese people.

The final report submitted to General MacArthur was fair and reasonable in its recommendations and had a great influence, direct and indirect, upon later educational reform. Of the Mission's report, Mitiji Nishemoto, a leading Japanese educator, had this to say: "No document in the world has ever had such a great influence over a nation's education as this Mission's report. The report, in advocating a programme to democratize education in Japan, expressed confidence in the unmeasured potential for freedom and for individual and social growth in every human being".

The Supreme Commander of the Allied Powers did not press immediately for all the changes recommended, but in August, 1946, requested the Japanese Educational Reform Council to deliberate independently on educational problems and to submit a reform plan. This Council, composed of 50 members, some of whom had cooperated with the United States Education Mission and other individuals of learning and experience, devoted themselves to the task until June, 1951. Acting on their suggestions, the Ministry of Education drafted and presented a series of bills to the Diet after revision and sanction by the Supreme Commander of the Allied Powers. In effect, this council was practically responsible for the basic plan for Japan's post-war educational reform.

Some fifteen or sixteen key measures were enacted into law through the above procedure, including the "Fundamental Law of Education". This law replaced the Imperial Rescript on Education of 1890 which possessed status as the only authority for national education in Japan. In its preamble, the Fundamental Law of Education gives as its purpose the establishment of "the foundation of education for new Japan" by clarifying the aims of education in accordance with the spirit of the new constitution.

These sweeping educational reforms had their effect on university physical education. Physical education in Japan at the moment generally resembles the United States system. An attempt has been made to integrate physical education with other subjects.

Physical education is now compulsory from elementary school up to and including the university. This paper is limited to university physical education in Japan and is of topical interest because of the pressure on many large Canadian and U.S. universities to reduce their physical education requirement. The Japanese universities, generally speaking, have large student enrolments and yet the physical education requirement is maintained.

Waseda University, for example, has an enrolment of approximately 32,000. Courses in physical education are required of *all* students working towards a degree. Four credits are required in the first two years of university. It is interesting that two of these credits must be in theory courses, selected from the following:

Lecture A—Theory of Physical Education

Subjects

General Theory of Physical Education
Science of Physical Education
Management of Physical Education
History of Physical Education
History of Physical Education and Methods
Status of Physical Education in Foreign Countries
Sports in Life
Psychology of Physical Education

Lecture B—Health and Hygiene

Social Medicine
Dietetics
Hygiene for Living
Social Diseases
Physiology of Human Body
Preventions and Remedies
Mental Hygiene
Genetics
Sports Hygiene

The two practical credits may be selected from the following: Baseball; Tennis; Swimming; Track and Field; Rowing; "Sumo" (Japanese style wrestling); Skating; Ski-ing; Rugby; Association Football; Basketball; Horseback-riding; Table Tennis; Boxing; Volleyball; Wrestling; Gymnastics; Handball; Automobile Driving; Mountaineering; "Karate" (Barehand self-defense); Yachting; Hockey; Fencing; American Football; Spongeball Baseball; Softball Tennis; Archery; "Judo"; Bicycle Riding; "Kendo" (Japanese style fencing); Badminton; Wandervogel; Aviation; Golf;

Weight Lifting; "Judo" Calisthenics; "Karate" Calisthenics; Gymnastics; General Physical Education; Recreation.

The President of Waseda, in a conversation with one of the writers, expressed only one regret, that through lack of facilities it was not possible to extend the requirement to four years. The Assistant to the President at Waseda had published two books on the technique of rugby.

The University of Tokyo, a public institution, has a student population of approximately 10,000. As at Waseda, four units of Physical Education are required, two of lecture and two of practical. Moreover, students enrolled in the Faculty of Education, after a two-year Junior Course (a general arts background), may do a major in physical education or health education. The physical education student has to take 40 required units — Introduction to Physical Education (4), Introduction to Physiology of Physical Education (4), Introduction to Psychology of Physical Education (4), Special Lectures on Physical Education (16), Special Lectures on Health Education (4), and Seminars in Methods of Physical Education (8). The health education student likewise takes 40 units—Introduction to Physical Education (4), Introduction to Physiology of Physical Education (4), Introduction to Medicine (4), Special Lectures on Health Education (12), Special Lectures on Physical Education (8), and Seminars in Health Education (8).

In 1955 there were 22 students at the University of Tokyo doing an undergraduate degree in physical education. A Master's degree may also be obtained at this institution by taking 30 units, submitting a thesis and passing final examinations.

At Keio University, with a student enrolment of approximately 22,000, all students are likewise required to take four units of compulsory physical education. A student-run athletic association, incidentally, is responsible for the direction of all athletic teams, of which there are 32.

It is of interest that approximately 70% of the physical education graduates of Japan come from a private university, Nihon University of Japan. There are 2,440 students in attendance at Nihon University studying physical education. There have been about 10,000 physical educators to graduate from Nihon, the school having been in operation 70 years. There are approximately 100 lecturers who do approximately 10 hours a week of lecturing, though they have additional responsibilities such as club activities, coaching and/or counselling. There are two or three professors doing research only.

The President of the University is Professor Kurimoto, and one of the writers had the opportunity of discussing physical education in Japan with him with the assistance of a missionary interpreter. His son, incidentally, is now in attendance at the University of Oregon after spending some time working at the University of California. Mr. Kurimoto pointed out that there was a Junior course for women (two years) and a Senior course of four years which men are required to take, and women may take.

The courses taken at Nihon are Biology, Sports Medicine, Psychology, English, Administration, Music, Activities, Statistics, Youth Psychology, German Ethics, National Constitutions and Sociology, Methods of Teaching, Mathematics, Japanese Literature, Aesthetics, Political Economy, Education Psychology, Medical Subjects, Tests and Measurements, Sports Injuries, Public Welfare.

It is apparent, then, that the Japanese system of physical education at the university level has many strong points. It has maintained, despite high enrollments, a two-year twice-a-week physical education requirement. A diversified programme is offered students, and lectures on health and physical education are required.

HARD EDUCATION

(*Continued from page* 24)

bankers regard us teachers as preferred risks when it comes to personal loans. Wise businessmen they. How conservative, how conforming, how traditional we are! How many teachers do you know who have been venturesome enough to inch so far out an intriguing pedagogical or professional limb that it has broken off under their weight? Not many. Indeed I have often thought, when schools and teachers are accused of being too "progressive" in the sense of allegedly neglecting some traditional approach or value, that — if only the people really knew — they could far more justly criticize on the grounds that most of us are not progessive enough. And the same goes for the structure and regulations under which we work. Let me give you an example or two.

Look first at class size. We tend to believe, you and I, that a class of twenty-five is clearly preferable to a class of forty-five. It stands to reason, we say, that a teacher simply doesn't have enough time to give anything like a desirable amount of individual attention to each pupil in a large class. The point, we say, is obvious, face-evident. So we go on building schools consisting mainly of a number of fixed classrooms each designed to accommodate one teacher and some thirty to thirty-five pupils. In effect, therefore, through the buildings we erect, *we are determining the method of teaching* which shall be used for the next twenty-five or more years. Pupils shall be grouped, and taught, in pockets of up to thirty or thirty-five. We shall have to work in this fashion: that is what our buildings will allow.

But what does research on class size as a variable in the teaching situation seem to imply? Listen to this statement from a recent careful and exhaustive review in a British research journal of class-size studies to date, both British and American:

> There have been many investigations; but, with few exceptions, it has had to be reported that, under typical conditions, class-size in itself appears to be an

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unimportant factor. The benefits of small classes, though commonly taken for granted by theorists, are as yet largely undemonstrated in the pages of accredited research reports.

This conclusion has been reached at every level from infant-room to university lecture-theatre. It has been formulated in relation to many subjects; and it is supported by tests results and by assessments of various types.

Now what are we to make of that? As free and responsible professional people can we simply ignore it?

Moreover think beyond our present buildings, and beyond the tools and methods we have had, to new tools and methods which revolutionary developments elsewhere in our modern world can make available to us, if we do not simply turn our back on them. Teaching machines, for example: and especially television. Industry is changing to make use of both, often in surprising ways. But to what extent are schools taking advantage of TV, and language laboratories, and other teaching machines. True, we have occasional study committees and isolated trials and investigations. But what difference such equipment might make, in the future, in class size!

But all this talk about class size and TV is at a comfortable level of impersonality for most of us — at the level of *the system* — or of our *society*. It is easy to sit back and say that we personally cannot do very much about class size or about educational TV. As individuals this may be so. But collectively it is far from so; and let us remember that ideas, and leadership, in any group, are provided by *individuals* with that group.

But forget class size and TV as such, and think of them merely as illustrations: illustrations of situations where not too many questions have been raised as to what is being done, not too much attention has been given to what might be done, and relatively little effort has been spent in getting the facts as a basis for decision.

Now then, as professionals let each of us ask himself these questions, with reference to his or her own particular duties in health, physical education or recreation:

1. Am I doing what I should be doing?
2. How well am I doing it?
3. Am I thoroughly familiar with research findings and current thinking in my field?
4. Why do I do what I do the way I do it? Because that way is comfortable and familiar? Or because I have carefully considered alternatives, and am convinced that this really is the most desirable way to proceed

These are deceptively simple questions. But if more of us asked them more often, and acted appropriately in accordance with honest answers, we would be going a very long way toward acting responsibly and living up to the freedoms we enjoy.

So far, Mr. Chairman, all I have tried to do is emphasize two points, two major concerns for schools and the society they serve:

1. Much is spoken and written about education for freedom and responsibility. But if we really want youngster to develop into free and responsible citizens, then we must give them far more opportunities than we do to practise being free and acting responsibly.
2. We as professionals must make full use of our own professional freedoms,

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and discharge to the full the responsibilities — not just the privileges — which inevitably go along with those freedoms.

This brings me to the third and last point: the one mentioned in the title — hard schools in a soft society. I must confess that I am more than a little tired of hearing demands that children be made to work harder in schools. "We are bringing up a generation of softies who don't know the meaning of hard work. The school day should be lengthened. The school year should be lengthened. The schools should let pupils know that life is real and tough." Somebody even claimed the other day that our youngsters are so flabby that to cater to them we even have to supply soft ice cream. You have heard this kind of criticism — sometimes from high places. Perhaps even some of us are guilty of it. "The Russians work harder in their schools and colleges, and they get results. Why don't we?"

The answer is simply: it is scarecly possible to organize and operate *hard* schools in a *soft* society. Do the Russians mean business in their schools and universities? Of course they do. And they put real meaning behind their words by spending 15% of their gross national product on education. Here in Canada we spend 4% of our gross national product. Longer school year and long school day? Well all right; but our adult world seems to be moving toward a four-day week instead of a five-day week, and a common aspiration seems to be to do less and get more. President MacKenzie of the University of British Columbia puts it this way:

> . . . I note more willingness on the part of the public to criticize education and to demand changes in it than there is to change their own habits and attitudes and their desires about comfort, luxury and hard work . . . May I suggest that this simply will not work. We can't fool our young people to that extent. Unless we, their seniors, are prepared to change our habits, our attitudes and our objectives, we will not be able to persuade intelligent boys and girls that they should change theirs.

After all, a pupil attends school only one hour of every eight in the year. He certainly goes on learning in at least some of those other seven hours. So it won't help much for schools to try to be hard, when practically every other example the student sees, seven hours out of eight, from home teachers and from community teachers, in real life, seems to underline the "soft" as wholly acceptable, desirable, and successful.

It seems to me that, right here, lies the key problem — the really basic issue — in Canadian life today: how to stiffen our society. I believe this problem is so important that finding some solution must become the number one priority if we as a nation are ever to survive.

Our western democracies simply can't stand up to Communist competition if we continue to be soft, flabby, self-satisfied, lazy, self-indulgent. I don't mean soft in the physical sense alone although you gentlemen know far better than I just how soft we are in that sense; but I mean soft in the sense of soft thinking, of failing to care very much about anything as long as we are comfortable, of failing to recognize that freedom entails not only privileges, but also *responsibilities*.

What can be done about it? We must do what we can in the schools, even though it is bound to be an uphill fight there. Beyond that there is the temptation to throw up one's hands, to say that there is not much one can do toward changing basic attitudes of the masses of our adult citizens.

But I would suggest that one way to proceed is to look first at ourselves. Are we asking enough of ourselves — you and I, as teachers? As professionals? As citizens? Are we truly responsible, as well as free? Are we reasonably hard, in the best sense? Here is a place to begin. There are about one hundred of us here, from all parts of the country. The influence of such a group of key individuals, not only on youth, but on adults in our various communities, could be limitless.

Let us not delude ourselves into thinking that there are any easy short-cuts to stiffening our society. But in the wise words of the Talmud, "While you are not required to complete the task, neither are you permitted to lay it down." We can never complete the task; but step by step we can move ever closer to the place where our efforts will put life in the meaning we wish the word "canadian" to have in the decades ahead.

WHICH WAY P.E.?

(*Continued from page* 17)

grams, then and only then, will these same programs take on a new look.

Programs will sharpen to develop and maintain muscular strength and endurance, and there will be a corresponding increase in individual organic development. Physical educators will begin to work more closely with medical personnel in an effort to appraise health and bring about significant student program changes in the gymnasium and on the sports field.

Remedial and adapted physical education classes will grow in numbers and the program content will hold the interest of every student, for there will be something which is personal to him.

Measurement and evaluation techniques will be employed to chart individual and group progress. Such testing techniques may be used as one means of studying the strengths and weaknesses of the program in terms of achieving fitness standards. They may also be used as a means to interpret to the administration the value and purpose of physical education programs, to motivate pupils to improve and maintain fitness, and to aid instruction.

Respect for physical education will rise measurably in the minds of students, faculty and administrators.

There are some who argue that by having physical fitness as a primary objective other objectives tend to be slighted. Nothing could be further from the truth. One has only to examine programs across the country to see the close relationship between physical fitness activities and such other items as sports skills, the competency of athletic teams, the extent of the intramural program and recreational practices. This author knows of no program in which physical fitness is properly appraised and developed where other goals of physical education have been slighted. The opposite is more generally the rule.

Physical education is a potentially powerful force in present day society. The need for physical exercise and physical recreation is tremendous. But the potential value will not be reached by merely working on social efficiency and mental adjustment goals that all educators are interested in. Physical education will be most effective when it does the unique thing which it can do best. Certainly it must give attention to all present goals, but the objective of physical fitness must take precedence over the rest. In so doing we will have put first things first.

Only when required physical education moves toward this end will it be in a justifiable position to ask for and receive further consideration for more faculty, facilities, and equipment to better fulfill its role in institutions of higher learning.

With the advent of augmented college enrollments already upon us it is imperative that some thorough soul-searching, followed by action, be undertaken now.

[1]Research studies indicate that approximately eight out of ten institutions of higher learning require physical education in some form and that about twenty percent of these institutions have a two year requirement.

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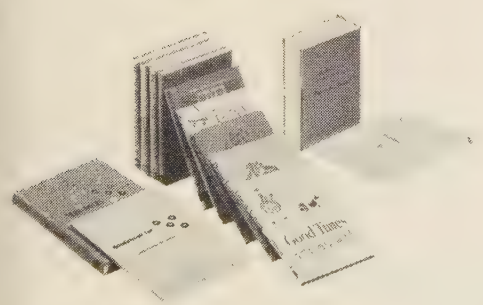

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CAMP (*Continued from page* 16)

readily distinguished as a matter of first consideration.

In this experiment the Authority was interested to know how the campers, parents, and educationists evaluated the York Memorial Camp School. The following quotations are excerpts from what the campers themselves say about the school. All have been repeated by a great many of the 250 children attending to date. "We learn more in three days at camp than we do in three weeks at school". "And when we square danced fun and friendship hung in the air". "I think everybody should have a chance to go, not just us". "The idea of the camp school should have been brought into effect long ago". Encouraging comments have come from the parents as well. "Since Phil has been at camp school, our Sunday afternoon drives are an exploration. He finds something interesting to tell us in everything he sees". "Can't there be one for parents too?" Educationists are very interested in conservation camp schools. The principals of two participating high schools have made these remarks. "There are few other circumstances where learning takes place so readily". "I wish that every youth who attends school could have the experience of living and learning at camp school".

Future Plans

The York Memorial Camp School for the past eight years has been an experiment. There is little point in conducting an experiment if the information obtained cannot be put to some use when that experiment is an outstanding success. It seems, therefore, that the ideal situation would be to offer the facilities of a conservation camp school such as the York Memorial Camp School to all school classes and teachers who wish to participate plus other interested groups. The Authority has therefore finalized a plan, in 1960 to construct a permanent conservation camp school in the Albion Hills Conservation Area. This proposed school, with a fulltime staff, will serve classes throughout the entire school year. In those seasons where schools cannot participate it will be available to other interested groups as previously mentioned.

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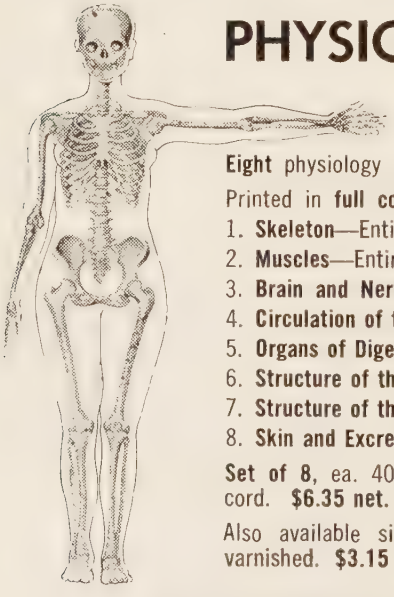

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TREE'S INCLINED

(*Continued from page* 10)

the muscular system would be strongly affected by activity as would the circulatory, respiratory and nervous systems. There is also reason to believe that metabolism, digestion, excretion, and the myriad of related functions which syndromically interrelate would all be affected by the general pattern of exercise or no exercise. However, once adulthood had been achieved, if our exercising twin should cease to exercise, and if our non-exercising twin should purposefully initiate an exercise program which is based on sound tenets, we might see a subtle change take place. The more robust of the two (that is the boy who moved as a child) might begin to lose many of the manifestations of a sound exercise program. We might expect his muscles to atrophy slightly, his cardiorespiratory system to assume a homeostatic level which was adequate for any non-exercising person and concomitant changes to take place in the rest of his body. On the other hand, our non-exercising boy who begins a sound program of activity in adulthood can never completely recuperate the loss suffered because of the structural results of non-function, but he can enhance that structure to its optimum level and may bring himself to the point where he is a more efficient adult than his non-exercising brother, in spite of their reserve beginnings. The literature abounds with such cases, many at which we laugh but which hold the spark of truth nevertheless. The testimonials of "I was a 90 pound weakling" and our increasing knowledge about the later life of our high school athletes who stop activity have a clear element of truth in them, truth which supports the construct I am proposing—namely that the integrity of adult organic efficiency rests upon the organic development gained during growth AND the continued function of the organism.

It occurs to me that one of the reasons that our leaders did not incorporate this thinking into our earlier cogitations was because there appears to be an element of lasting strength, and flexibility found within any person who has exercised with purpose during the developmental stage. This MIGHT be explained through the recent work done by Mueller and Hettinger with regard to static contraction. IF strength can be maintained in the way that they suggest, it is possible that static contraction of sub maximal intensity could occur in the course of daily activity, and this contraction might insure the maintenance of strength which already has been acquired, thus explaining why the strong boy is the strong man in spite of the absence of continued phasic exercise.

There is also the possibility that once joint motion has been established by the process of ligamental stretching and reciprocal contraction that this flexibility MAY be maintained in a process quite similar to the strength retention process and this could explain why so often we can pick out easily the students in our classes who have had dance or gymnastic lessons as a child, even if they have done nothing from the age of ten on. Also, since some aspect of endurance is based on strength, the general endurance concept is prolonged once the initial pattern of strength has been set. There is also, inherent in the conceptualization of adult efficiency, the realization of skill patterns. Obviously, any skill pattern achieved during childhood can be maintained with relatively little practice, and it is known that relearning occurs with a facility that initial learning may or may not allow.

However, it occurs to me that the real rationale of Dr. Hetherington's statement rests not so much upon its physiological validity, but upon the psychological and sociological implications. The growing child who is guided in a program of vigorous activity which has elements of fun, challenge, satisfaction, and achievement within it, will probably continue that pattern of behaviour well after the childhood years. Hence, it is reasonable to believe that our young twin boy who grew up with an activity program would probably want to continue that program of movement even though he was an adult—providing he had found challenge, satisfaction and achievement within its framework. This psychological patterning has everything in its favour, and is probably one of the strong points that should be used as the underlying principle of any sound physical education program.

In opposition to this determined behaviour we have the social concept of movement, exercise and games. In our culture, as has been so ably pointed out by Riesman and

others, sports have an adolescent connotation which is not easy to ignore. Games, contests, movement belong to the young, and while they are accepted by adults, it is often on the spectator level—on an almost indulgent level. This is a very complex social phenomenon for the biological and psychological selves are pitted against the social element and what results is often confusion of the first order. Non-movement is associated with sophistication and movement juvenile tendencies or with play which also carries the connotation of leisure. Hence, our young twin may find himself in a society which only looks with indulgence upon play and movement, and in certain situations, this very concept plays a large part in the attitude of certain college men and women toward physical education.

Hence, we see that in the light of today's reasoning, the physiological construct that the integrity of the organism is dependent upon vigorous muscular activity during the years of growth is more than just a physiological principle and an incomplete one at that. It is impossible to ignore the psychological and sociological implications that such a principle implies, and these implications do much to elucidate the reasoning that was in our heritage from men and women of the calibre of Hetherington. Gulick, McKenzie and others. Indeed physical education may affect the inclination of the tree by bending the twig—for that is the contribution of environmental conditions —such as education—to life itself.

"The capacity of the youngster is well beyond what we are asking him to do . . . present day physical education programs are not sufficiently challenging."

Dr. Paul Hunsicker

* * *

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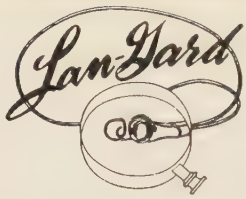

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MENTAL HEALTH

(*Continued from page* 6)

care. And we can see that they are educated cient emotional vitamins of tender loving in the normally appropriate use of emotional experience.

Children have social as well as emotional needs, which require normal satisfaction — the need to feel that they belong to a family or group, that others approve of them and accept them, not only for what they may represent in terms of social function, wealth or physical power for instance, but for what they really are as individual personalities. Gradually they must be taught to trust and like others too. Only in this way will the feelings of mature independence be developed.

This is not always easy to do. Adults often talk a good story about providing increasing freedom and responsibility for their children. But the hidden agenda underneath this program of liberation is sometimes replete with unnecessary restrictions. Such restrictions—nominally for the child's protection — are actually provided to satisfy some feelings of pride or power in the adult. Take Randy for instance. Randy was 13 years old and had been pleading with his parents for weeks for permission to have a three-speed racing bicycle. His parents felt that it would be more suitable for him to have the ordinary standard bicycle even though Randy had earned most of the money required for the slightly more expensive streamlined model. It was decided to have a full discussion about the matter — the two parents and Randy. After about half an hour of this, Randy began to weaken a bit. He finally admitted, "You really don't care what I think about it. You'll just continue to talk until I give in." And the parents had to confess that unconsciously the "free and open" discussion was not really free and open at all. The objective and conclusion were foregone! Randy got his streamlined bike and the parents a new and sobering insight into the way we can help children accept responsibility and achieve independence.

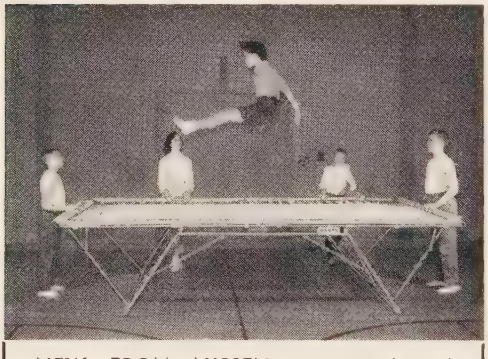
There are social and emotional limits, of course. There is always a place where adult decisions must be complete and final. But these should not masquerade under a demonstration of a free democratic fact-finding discussion. These are but one or two examples of some of the basic factors underlying mental health. They point the way to the beginning of a positive mental health program — a program of true prevention in this field. It is easy to insist that all of these things are primarily the responsibility of the home, the family and particularly the parents. We know, however, that the school environment and the educative process itself plays a very major role here. Education must be concerned with more than the three R's. Whether it is concerned or not, it is affecting the child either positively or negatively in terms of his personality and emotional development.

Now at last then we come to the basic

problem before us. Can we teach children about mental illness so that some of the misconceptions can be avoided and so that they can understand something of the nature of the problem? Of course we can. There are excellent films and pamphlet material available. One enterprising branch of the Canadian Mental Health Association organized a day long trip to a mental hospital. Delegates from all High Schools in the city were represented. The students were taken around the hospital, had short talks from various professional members of staff and were soberly impressed and deeply interested by all they heard and saw. Their evaluation sheets would have been a credit to a University class. This kind of project certainly can be very useful.

But can children be taught *mental health*? This is a more difficult task but I am convinced the answer is "yes". However, we don't try to confuse the issue with teaching right and wrong behaviour. This may be useful. But it's ethics, not mental health. Here we must take a leaf from the experience and technique of the psychiatrist. We must learn to listen to what children are trying to tell us (sometimes in non-verbal ways) and we must try to give children the opportunity of learning *for themselves* how to think, how to feel and how to behave effectively in social situations. They will be able to do this only if we stop trying to tell them what they should think and should do all the time. Have you ever let children act out a little spontaneous drama — which they have made up themselves — and then encourage them to talk about it and express their feelings about it? I'm quite sure this would be regarded (incorrectly, of course) as a frill in many school systems. Actually the use of films, plays, puppet shows and solo acting are marvellous devices to set children free from the ordinary school inhibitions which compel them constantly to strive to find the answers to problems which the teachers know but won't tell them! The game I am suggesting has quite different rules. There really aren't any final or absolutely right answers. The thing we're after is the *experience* the child is allowed to have in thinking and feeling freely about problems in relation to what the other children think and feel. Decisions reached are tentative and the subjects are never finally closed.

I have not spelled out the details as to how these principles can be incorporated into the school program. This is a matter for careful study and cooperative endeavour. If we keep the basic ideas in mind, the rest will follow. Obviously as citizens who are responsible, directly or indirectly, for the policies and practices in our schools, it is our job to make sure that we do not turn out children that may be literate and educated, but are also social misfits and emotional cripples. It is an enormous challenge that I am suggesting — a job of staggering proportions. However, it is not beyond our understanding or our capacities. It will require sustained interest and the careful development of a long term program. I am certain the results will be worth the effort.



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ACROSS CANADA

C. R. BLACKSTOCK
Executive Secretary

Vol. 1, No. 2 of the *Canadian Education and Research Digest*, June 1961, official publication of the Canadian Education Association, carries summaries of Graduate Theses in Education for 1960—one of them, written by Ed. Hutton, has some implications for our field. The title is "Extra-curricular Activities in St. Joseph's High School".

* * *

The "Submerged Vehicle Study" conducted in Michigan in September brings some important facts to light, especially about the chances of and manner of escape. The American National Red Cross has released a preliminary report. A more detailed report will come later after all the findings have been studied.

* * *

Stan Rough, who, for the benefit of many of our members, used to be a very active writer and promoter of the causes, especially for recreation, has raised his voice to enquire of the "Old Timers". Stan is with Aluminum Company of Canada at Kitimat, B.C. Write him. He had a lot of colourful labels for people — one of which comes to mind now — June Beetles; these are the members who join for a Convention and then disappear, contributing little to the Association or its work. Let's hope this label can stay with Stan in the Rockies.

* * *

"Judging Pupil Growth" by Dr. H. M. Fowler is a fine article on evaluation which those concerned with establishing grading or testing procedures will find helpful. The general principles for "marking" or evaluating an individual's progress in a learning situation are clearly stated. Write to the National Office if you are interested in getting a copy of the reprint.

An appraisal of "Leadership and Group Structure in Volleyball" is one of the articles in the Journal of The Physical Education Association of Great Britain and Northern Ireland for July 1961.

* * *

Those who are concerned with turf surfaces and outdoor play spaces should take a look at the October 1961 issue (Vol. 14, No. 10) of *Park Maintenance*, published by Madison Publishing Division, P.O. Box 409, Appleton, Wis. See all the new gadgets, read all about the new methods of treating soil and plants and grass. Recreation people will find supporting information for the preservation of existing park and recreation space and the increase of lands and space for it.

(*Continued on page* 39)

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ACROSS CANADA—(*continued*)

In "The Leaflet" of the Physical Education Association of Great Britain and Northern Ireland a "Sports Injuries Survey" is described. The purpose is to learn the rate of injury per sport and the type of injury in each sport. This information will form the basis for the establishment of a "Sports Injuries Service" in the future. Further information may be obtained from Sports Injuries Survey, 8 Outwoods Rd., Loughborough, Leicestershire, England.

* * *

Members of our Association will be interested to know that E. J. Staley, University of Toronto graduate (1947) is the Executive Secretary of the California Association for Health, Physical Education and Recreation. A mutual exchange of Journals has been arranged. The California Journal will be on file in the National Office for anyone interested in seeing it.

* * *

Miss Alice Trevis was on the programme of the 4th Conference, "Mental Retardation", held September 26-28, the Hotel Vancouver, B.C. The theme of the annual meeting was "Now and Tomorrow". Miss Trevis spoke to "Recreational Needs of the Adult Retarded".

Re: R. Tait McKenzie Memorial

Errata

The attention of the membership is drawn to statements appearing in August-September, 1961 issue of the Journal (Vol. 27, No. 6) on page 18 which refer to the address of Major J. F. Leys at the June Convention. As reported in the Journal, the implication that Major Leys said that the Mill of Kintail would soon become a national shrine is in error of the facts.

Major Leys has pointed out to the Executive Secretary that in his address to the Convention he warned that the project might "go under—perhaps beyond recall as a memorial" unless action is taken to "carry the day with the (Federal) Government. The Mill of Kintail is, at present, entirely "the property of (Major Leys) and (his) responsibility". He is not a paid curator. There has never been any intimation to him that Government financial or other support is forthcoming. In his address Major Leys said that "if you (the convention) think the Mill of Kintail is worthy of preservation" then the CAHPER membership could help this cause by using its good offices, along with the large number of Canadians whom it also influences, in carrying "The day with the Government".

In the course of his address Major Leys also indicated that the hope had been expressed to him by our President and others that there might "be a library at the Mill some day, devoted to physical education in its widest meaning". This is quite different from the statement made on page 18 of Vol. 27, No. 6.

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BOOK REVIEWS

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163 pages. 24 pages of illustrated exercises.

Before reading this book I jotted down a few questions I thought the book might answer for me. Right in the opening pages I began to get my answers.

For example Gresham gives his answers to, "can a person get muscle-bound?" I doubt if his definition of the term would be accepted by a physiologist but he gives a plausible answer to a condition that most authorities try to side step or claim that there is no such thing.

I expected to get a history of strong men and thrilling feats of strength down through the ages. In this I was disappointed for the chapter on history is the story of Progressive Resistance and begins about 1850 in the U.S.A.

An interesting feature is the instruction for building your own weight equipment. This substantiates his claim that he has nothing to sell. This equipment plus his easy-to-follow, sensible exercises are all an enthusiast needs to add strength and bulk. We hear a lot about diet and its effect on strength from the "muscle" magazines, Gresham claims that all the protein needed for bulk can be gained by adding two quarts of milk to the daily diet.

Finally one of my questions was, "What will this book do for middle-aged me?" He advised, "Be of good cheer (old man)—it's never too late." When I finished the book, did I dust off my old barbell? With a sigh I realized it was too late. What about my fifteen-year old son? I turned the book over to him. He now trains three evenings a week and he keeps a weekly record of his achievement. This book is definitely written for the teenage reading and sporting public.

Robert G. Gladish

Central Technical School

Toronto

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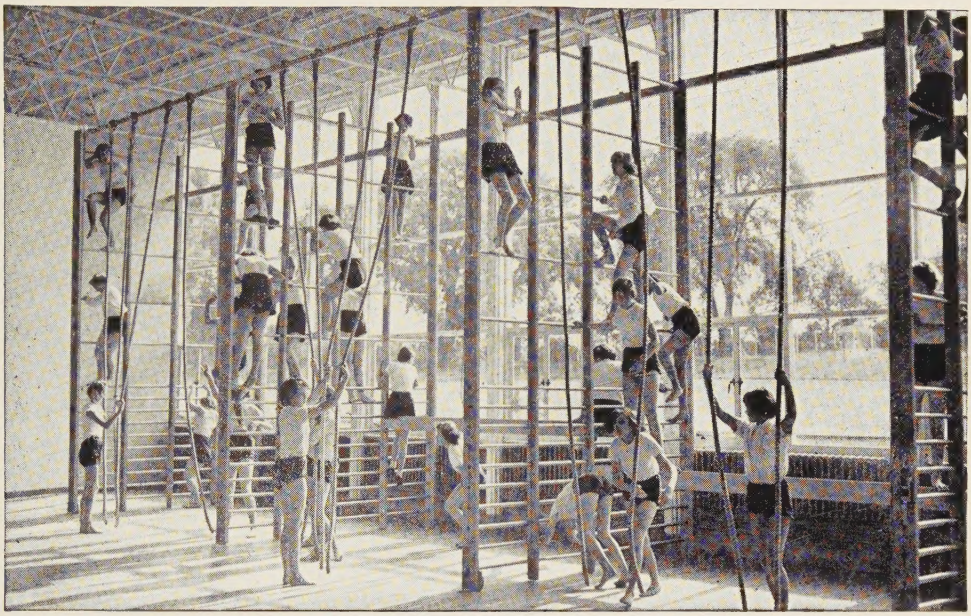

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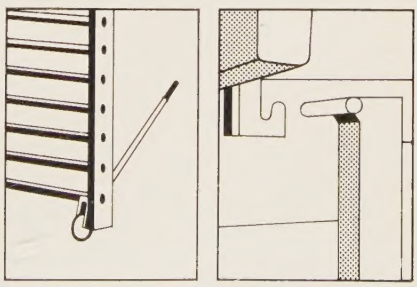

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